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Developing a Process Development-Based Instructional Model to Cultivate the Acquisition of Poetry Recitation Competence

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Abstract: *The integration of language and literary skills within vocational education often presents a pedagogical challenge, particularly in technical majors where curriculum emphasis leans heavily toward practical, non-literary subjects. This study addresses the need for an effective, engaging instructional approach to foster poetry reading and recitation competence among students in a vocational setting. The research was conducted by combining two instructional models—namely, Discovery Learning and Problem-Based Learning—to create the resulting Process Development learning model. The research subjects were 26 students from the 10th-grade TKJ (Computer and Network Engineering) class at SMK Informatika Pesat Bogor. This study employed Research and Development (R&D) with ADDIE Model, utilizing a qualitative research methodology. The study employed qualitative data analysis on findings from observation and interviews to evaluate the effectiveness and feasibility of the Process Development learning model. The research determined that the new Process Development learning model for teaching poetry reading is successful, as evidenced by its ability to motivate and involve students in language development. Significantly, 83% of the students reported that the model actively encouraged deeper understanding. The feasibility of the Process Development learning model shows that it is appropriate for use in increasing students' self-confidence to actively explore concepts related to poetry reading skills*

Keywords*: process development, instructional model, poetry*

Introduction

Education is conceptualized as a guided developmental process aimed at actualizing students' intrinsic potential across three fundamental domains: cognitive, affective, and psychomotor, the efficacy of this developmental trajectory is contingent upon a conducive and supportive learning ecology. Consequently, the pedagogical role of the educator is to architect and maintain an optimal environmental system that actively facilitates and sustains the mechanisms of the learning process in general (Rusman, 2017).

To maximize learning outcomes, the instructional environment necessitates deliberate and systematic design and the primary objective of any pedagogical design activity is the optimization of strategies for achieving predetermined learning goals. Instructional design, therefore, mandates that educators critically assess and structure the presentation and organization of informational input, ensuring strict alignment with the specific developmental and cognitive characteristics of the target student population (Brown, 2016).

The acquisition process is not a spontaneous occurrence; it periodically necessitates periods of time with various autonomous student learning. Nonetheless, contemporary reports indicate that a significant proportion of students exhibit diminished intrinsic motivation, particularly concerning several foundational activities such as reading comprehension. Despite this, reading remains an indispensable prerequisite for cultivating linguistic fluency and facilitating the continuous, lifelong assimilation of novel semantic and lexical structures for reading comprehension.

Supriyanto (2020) posits that the core objective of language pedagogy is the successful achievement of linguistic communicative competence for the students. A key intervention available to educators for enhancing student engagement and motivation, specifically within language instruction contexts, is the design and implementation of innovative pedagogical models that applied by the teachers.

The instructional model constitutes a critical variable determining the efficacy and success of the educational process in many levels. Serving as the theoretical and structural foundation, the model provides a definitive framework in conducting classroom instruction, thereby ensuring the systematic attainment of predefined instructional objectives. As defined by Yomahatima et al. (2022), an instructional model is a meticulously prepared, structured blueprint that specifies the pedagogical techniques and methods requisite for achieving desired learning outcomes in learning process.

The extant body of literature features a diverse taxonomy of instructional models, where methodologies are differentiated based on their intended learning objectives set in the classroom. Certain models prioritize the internal mechanisms of the learning process, exemplified by the Discovery Learning model. Conversely, other models are explicitly focused on the development of higher-order cognitive skills through active problem-solving for the students to do, such as the Problem-Based

Learning model. The Discovery Learning (DL) model is fundamentally an instructional approach characterized by process orientation during the learning (Zhao, X et.al, 2024). Beyond its conventional goal of enhancing student learning outcomes, the DL model places significant pedagogical emphasis on cultivating students' capacity for epistemic discovery during the instructional sequence in the classroom.

This theoretical stance is corroborated by Kelana and Wardani (2021), who assert that the DL model defines a learning environment where students are proactively tasked with identifying and framing problems inherent in the subject matter to resolve a problem. This engagement requires the mobilization of their preexisting cognitive schemata (prior knowledge) to systematically generate novel and substantively meaningful knowledge through a series of structured, scientific investigative processes throughout the learning process.

The discovery learning involved a process-centric approach is highly instrumental in boosting student engagement in the analysis and identification of poetic elements. The Discovery Learning (DL) model is therefore well-suited for escalating student intrinsic motivation toward reading and the constructive creation of new knowledge derived from the semantic and linguistic features of poetry texts. The DL model is particularly effective in cultivating critical thinking skills as it demonstrably enhances student activity and enthusiasm by compelling them to investigate, analyze and resolve ill-structured problems presented by the instructor (Oktaviana & Ulfa, 2021).

While the Problem-Based Learning (PBL) model constitutes an instructional strategy that leverages students' multifaceted cognitive abilities, both individually and collaboratively, to resolve complex issues (ni'mah A. ET.al, 2024). This process ensures that learning is meaningful, relevant, and contextual. PBL is known to strengthen students' capacity to apply theoretical concepts to authentic, real-world problems, facilitate the integration of Higher-Order Thinking Skills (HOTS), and significantly promote self-directed learning to enhance their understanding. This is supported by Setyo et al. (2020), who argue that the PBL model intentionally exposes students to authentic problems rooted in their daily lives for resolution.

Preliminary needs assessment conducted at One Vocational School in Bogor revealed a significant, recurring impediment to learning: the suboptimal comprehension of poetry reading skills among the student

body. This lack of comprehension is a primary factor contributing to students' difficulty in interpreting the core meaning of poetry material within the Indonesian Language curriculum. Compounding this issue is the observation that current pedagogical practice is characterized by a lack of varied instructional models that can facilitate the learning. Interview data collected from students at One Vocational School in Bogor further substantiated this problem, indicating that the Indonesian language's complex lexicon often leads to student confusion and low self-efficacy when completing teacher-assigned tasks. Consequently, documented student learning outcomes have failed to meet institutional expectations of the learning. Empirical evidence based on student achievement of one vocational school grade 10 on 2nd Semester of 2024, indicates that only 20% of students achieved mastery of the poetry material, reflected by an average student score of 65, which falls substantially below the Minimum Mastery Criterion (KKM) of 78 in the classroom. Furthermore, a critical motivational deficit emerges when students are assigned poetry reading tasks; students express a profound lack of motivation to engage with the text, which directly correlates with the lower assessment scores in this specific literary domain.

The primary objective of this study is the development and validation of the Process Development Learning Model (PDLM), in regards to the reading material in the classroom. This model is specifically designed as an intervention to ameliorate the identified lack in language instruction, aiming to significantly enhance students' poetry reading skills at SMK Informatika Pesat. The PDLM necessitates that students assume an active, problem-solving role in processing the learning material, directly addressing the need to improve practical poetry reading competence for the students.

Furthermore, the model strategically promotes a constructivist learning environment where students are encouraged to integrate their initial knowledge (prior schemata) with newly acquired information to synthesize a more sophisticated understanding in poetry. Crucially, the Process Development Learning Model is a hybrid instructional model developed by integrating the distinct features of Discovery Learning and Problem-Based Learning for the model. This deliberate synthesis aims to mitigate the inherent pedagogical weaknesses of each single model while capitalizing on their synergistic strengths.

Method

The study was implemented within the institutional context of one Vocational High School of Informatics in Bogor. The research subjects comprised students enrolled in Grade 10, specifically engaged in the Indonesian language curriculum component focusing on the in-depth analysis of poetry. This investigation employs a Research and Development (R&D) methodological framework, with the data corpus being exclusively qualitative in nature, particulary using ADDIE Model. Widely adopted by professionals in instructional design and training, the ADDIE model provides a structured approach for developing educational content. Introduced in 1975 at the University of Florida, its acronym outlines the five core phases for creating learning experiences: Analysis, Design, Development, Implementation, and Evaluation (Spatioti. et.al:2022) This methodology typically includes analyzing needs, developing a prototype, conducting rigorous validation, implementing the innovation, and finally, evaluating it for continuous improvement. R&D achieves effectiveness by using various research techniques—such as surveys, interviews, and experimental designs—tailored to educational environments.

Qualitative data is characteristically presented as a narrative descriptor, derived systematically from direct observation and structured interviews. This methodology is congruent with the assertion of (Hardani et al., 2020), who state that qualitative data is predominantly articulated through narrative texts, given its non-numerical attribute and its collection via techniques such as observation, face-to-face interviews, focus groups, and analogous methodologies. The specific qualitative evidence utilized in this research was derived from the quality assessment of the newly developed Process Development learning model, designed to foster improved poetry reading proficiency. This assessment was conducted by a qualified learning design expert validator utilizing a formally administered questionnaire instrument.

Results

The result of this research and development (R&D) initiative is a Lesson Plan (Rencana Pelaksanaan Pembelajaran - RPP) model for poetry demonstration material. This RPP integrates the Problem-Based Learning and Discovery Learning approaches, which were subsequently developed into the Process Development learning model. The purpose of this

Process Development model is to facilitate students to actively participate, cultivate curiosity, foster independence and creativity in concept discovery, and actively construct and build their own knowledge.

The developed learning-model

The Process Development learning model is aligned with Edgar Dale's Cone of Experience, which posits that direct learning experiences significantly enhance retention and long-term memory for students (Subramony, et.al, 2014). Specifically, for poetry reading skills, the Process Development model provides students with the opportunity to explore the fundamental concepts of poetry recitation. Here is the Process Development learning model for poetry reading skills:

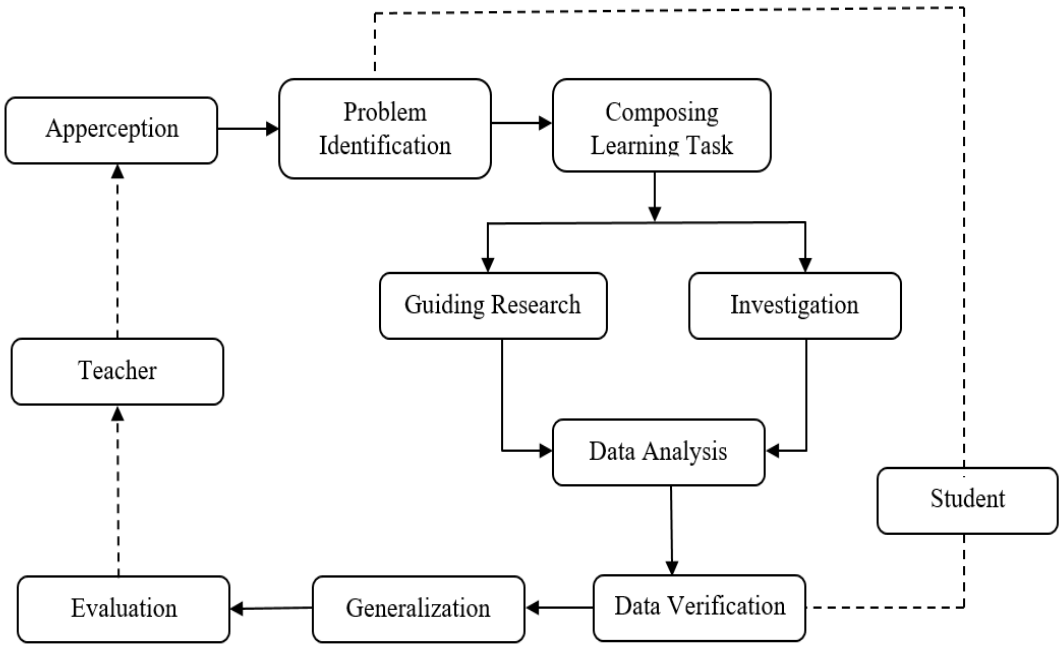

Figure 1. Process development learning model for poetry reading skill

The chart above illustrates the sequential steps of the Process Development Learning Model, a hybrid instructional approach designed to foster student competence through structured engagement. The model begins with Apperception, where prior knowledge is activated, leading to Problem Identification. This problem forms the basis for Composing Learning Tasks, which initiates the core student activities. Students then engage in concurrent phases: Guiding Research and Investigation, where

they actively explore the problem. The gathered information is processed through Data Analysis, followed by Data Verification to confirm findings. The student-led process culminates in Generalization, where conclusions are drawn. This generalization then feeds into the Evaluation phase, where the Teacher assesses the overall learning outcome, closing the instructional loop and providing feedback to refine future apperception. This cyclical flow emphasizes active exploration and data-driven learning.

Feasibility study of learning model

The product efficacy evaluation within the domain of Instructional Design was executed by a panel comprising two subject matter experts: Yeni Raini, a faculty member specializing in Educational Technology at Ibn Khaldun University Bogor, and Uswatun Khasanah, a faculty member from Nahdlatul Ulama University Lampung. The feasibility assessment findings are summarized as follows. Based on the critical input and commentary provided by the instructional design specialists, the poetry reading skills learning model was designated As Feasible for Deployment, Contingent Upon Mandated Revisions. The specified revisions include:

a. A requirement for greater clarity in articulating the procedural steps of the developed instructional model.
b. The need to provide explicit descriptions of the learning activities corresponding to each stage of the model, specifying the precise student behaviors and tasks to be executed.
c. A demand for the unequivocal delineation of both general instructional goals and specific behavioral learning objectives.

The empirical findings from this study suggest that the Process Development learning model demonstrates sufficient efficacy in advancing poetry reading proficiency. Furthermore, the model was found to positively influence student motivation and successfully sustain engagement throughout the language development intervention.

Student perspective of the learning model: a boost in self-confidence

The overwhelming majority of students interviewed strongly supported the quantitative data, articulating that the developed model significantly enhanced their self-confidence. Prior to the model's implementation, many described poetries reading as a daunting, abstract, and sometimes intimidating task.

"Before, poetry felt like a puzzle I couldn't solve. I was always afraid to answer or even ask questions because I thought my interpretation was wrong. Now, the way we approach it... it makes me feel like my ideas actually matter." - Student A

The model, which incorporates collaborative activities and guided, multi-sensory analysis, appears to have successfully mitigated the fear of *incorrect interpretation*. Several students specifically mentioned that the model's structure provides scaffolding that allows them to move from basic comprehension to deeper, personal analysis without feeling pressured to achieve a single "correct" answer. This shift in pedagogical approach transformed the learning environment.

In conclusion, the interview data strongly validates the quantitative result. The developed learning model has not merely imparted new knowledge; it has fundamentally shifted students' psychological approach to poetry. By fostering an environment where initial attempts at interpretation are valued and collaborative exploration is key, the model has successfully empowered the vast majority of students (estimated at 83%) with the self-confidence necessary to become active, thoughtful, and independent readers of poetry. The increase in confidence is, therefore, a direct precursor to deeper, more successful concept exploration in poetry reading skills.

Discussion

The research and development (R&D) project successfully created the Process Development learning model—an innovative Lesson Plan (RPP) designed to teach poetry reading and recitation skills. This model is a hybrid of Problem-Based Learning (PBL) and Discovery Learning, fundamentally shifting instruction toward active student participation, curiosity, independence, and knowledge construction. Below are the key finding and its analysis of the study:

Theoretical strength and design

The model is highly effective because it is deliberately aligned with Edgar Dale's Cone of Experience, emphasizing direct learning experiences (doing/demonstrating) over passive reception (reading/listening). This approach aims to boost retention and long-term memory for the performance-based skill of poetry reading. Strategic Integration: The blend of PBL treats poetry as a challenge to be solved, promoting critical thinking. Discovery Learning, in turn, encourages students to

independently uncover concepts like meter and figurative language, fostering self-directed learning and moving away from traditional instruction.

Expert validation and necessary revisions

Instructional design specialists judged the model "Feasible for Deployment," confirming its strong theoretical foundation. However, they stipulated mandatory revisions focused on making the model practical and easily replicable:

a. Clarity and Specificity: The experts demanded clearer procedural steps and explicit descriptions of learning activities to link theoretical stages (like "Problem Presentation") directly to concrete student behaviors and tasks.
b. Documentation Rigor: They also required a precise delineation of instructional goals and measurable behavioral objectives to ensure the model's outcomes can be accurately assessed by any teacher implementing the RPP.

In short, experts validated the idea but insisted on better instructional design rigor to ensure successful, measurable implementation across different classrooms.

Empirical success and student impact

The study found the model to be efficacious in improving poetry reading proficiency and significantly boosting student motivation and engagement. The most powerful result, supported by an 83% positive student response, was the transformative increase in self-confidence.

a. Overcoming Fear: The model successfully addresses the main barrier to learning poetry—the fear of having an "incorrect interpretation." By fostering collaborative exploration and valuing initial attempts, it replaces student anxiety with an environment of shared intellectual risk-taking.
b. Deeper Learning: This confidence acts as a catalyst, empowering students to move beyond basic comprehension to deeper, independent, and personal analysis. It enables students to become active and thoughtful readers, fulfilling the model's core goal of developing self-directed learners.

The Process Development model is a high-potential, theoretically sound, and effective innovation for poetry instruction, validated by its success in improving both student skills and essential affective qualities like confidence and motivation. The immediate next step is to incorporate the experts' revisions meticulously to create a fully specified and deployable RPP, ensuring its proven cognitive and affective benefits can be realized by all educators.

Conclusion

The Process Development learning model is a highly effective and validated pedagogical innovation designed to teach poetry reading and recitation skills, gaining its strength from a strategic combination of Problem-Based Learning (PBL) and Discovery Learning. This blended approach emphasizes direct experience, aligning with Edgar Dale's Cone of Experience (Masters, K.: 2020)., which maximizes knowledge retention and cultivates essential skills like critical thinking and self-directed learning. Empirically, the model proved successful, not only improving students' technical poetry reading proficiency but also delivering a significant transformation in the affective domain.

A high 83% positive response confirmed that the model effectively boosts student self-confidence and mitigates the fear of misinterpretation, transforming students into active, independent explorers capable of deeper analytical engagement. Despite its proven success and initial validation as "Feasible for Deployment" by instructional design experts, the model requires immediate and meticulous revision. These mandatory expert-stipulated changes are centered on enhancing the model's clarity, procedural specificity, and documentation rigor.

Future study should focus on three main areas: first, a quantitative longitudinal study is needed to track the long-term retention of poetry reading skills and self-confidence gained through the Process Development model compared to traditional methods. Second, research should investigate the model's applicability and efficacy when applied to different technical subjects (e.g., teaching technical writing or persuasive communication) to determine its versatility beyond language arts. Finally, a study analyzing the specific impact of the mandated revisions on the model's ease of use and fidelity of implementation by non-researcher teachers would validate the final RPP design.

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